

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Ian McFeat

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name La Cañada High School

(As it should appear in the official records)

School Mailing Address 4463 Oak Grove Drive

(If address is P.O. Box, also include street address.)

City La Cañada State CA Zip Code+4 (9 digits total) 91011-3738

County Los Angeles County State School Code Number* _____

Telephone 818-952-4271 Fax 818-952-4214

Web site/URL http://www.lcusd.net E-mail imcfeat@lcusd.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent* Mrs. Wendy Sinnette

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: wsinnette@lcusd.net

Other)

District Name La Cañada Unified School District Tel. 818-952-8381

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Ellen Multari

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	171	169	340
10	170	166	336
11	194	158	352
12	199	173	372
Total Students	734	666	1400

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 26 % Asian
 - 0 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 56 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1	1400
(5) Total transferred students in row (3) divided by total students in row (4)	0.036
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 11 %
42 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Korean, Mandarin, Spanish, Armenian, Other, Arabic, Farsi, French, German, Russian
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 47

Information for Public Schools Only - Data Provided by the State

The state has reported that 12 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
120 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>3</u> Deafness	<u>38</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>61</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	65
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	97%	98%	98%	99%	99%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	360
Enrolled in a 4-year college or university	79%
Enrolled in a community college	20%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2004

15. Please summarize your school mission in 25 words or less: It is the mission of La Cañada High School, through the coordinated efforts of its faculty, staff, and community, to provide programs so that, upon graduation, all students will be inspired and able to use their developed skills to become leaders in service to society.

PART III – SUMMARY

La Cañada is an incorporated residential city with a population of approximately 25,000 residents, located between Glendale and Pasadena in the greater Los Angeles area. The Jet Propulsion Laboratory (NASA), Descanso Gardens, and the Mt. Wilson Observatory are all located within the school district. Professional, scientific, managerial, and sales positions are main areas of employment, and almost every residential dwelling is single family. The school district was unified in 1963 and consists of three elementary schools (K-6) and one 7-12 secondary school. Total district population is approximately 4,106 of which 1,425 are in grades 9-12. The high school staff (grades 9-12) includes 65 teachers, 6 counselors, 3 administrators, 1 psychologist, program specialist and other support personnel.

La Cañada High School employs a modified block schedule. On Mondays, Tuesdays, and Fridays, classes meet for six periods for 56 minutes. On Wednesdays and Thursdays, La Cañada High School uses a block schedule, whereby students attend odd period classes on Wednesdays and even periods on Thursdays, each period meeting for 105 minutes. On block days, there is a 35 minute enrichment period, where students are able to take courses offered from teachers in a variety of subjects not typically offered during the traditional academic periods. This enrichment period, called the Student/Teacher Enrichment Program (STEP), offers courses where students receive citizenship grades only. The school year is divided by two 18 week semesters in which 5 credits are awarded each semester.

LCHS offers an outstanding open access Advanced Placement program. All LCHS AP teachers are College Board Certified. AP courses include: English Language and Composition, English Literature and Composition, Spanish Language, Music Theory, Calculus AB and BC, Statistics, Biology, Chemistry, Physics, Environmental Science, Computer Science, European History, Government/Economics, Psychology, and U.S. History. In addition, students enroll in a wide variety of honors courses. Over 66% of the student body takes advantage of this enriched Advanced Placement and honors curriculum.

La Cañada High School Academic Achievement

For the last year it was calculated, LCUSD's Academic Performance Index (API) score is 947 out of a possible 1000, and continues to rank second in the state among other unified school districts. As LCHS transitions to the implementation of the Common Core State Standards, faculty designed quarterly anchor assessments will measure student attainment of course learning objectives in lieu of California state testing metrics. The implementation of Common Core State Standards do pose a variety of challenges to students, as increased rigor, focus on critical thinking, creativity, collaboration, and communication have changed both the focus of student work and the methods to assess student performance. Based upon a 95% participation rate in 2013-14, LCHS anticipates a successful implementation of the new Common Core Smarter Balanced Assessments for 2015.

La Cañada High School has been named both a California Distinguished School and a National Blue Ribbon School, most recently in 2004. The U.S. Department of Education has recognized LCHS for "high achievement and exemplary programs", for rich extracurricular activities, and for strong community support. With respect to post-secondary college attendance, 79% of LCHS students attend 4-year universities, while 20% of the graduating class attend 2-year colleges.

LCHS has a policy of Open Access to honors and Advanced Placement courses. The number of students taking AP Exams at LCHS has increased by 13% relative to the previous academic year while our pass rate continues to remain high. In 2014, 580 students took 1,267 AP exams. Of the graduating senior class, 65% earned a passing score on at least one AP exam during their high school career. In 2014, LCHS had the following numbers of individual AP honorees: Scholars (95), Scholars with Honors (50), Scholars with Distinction (126), National Scholars (25). For the past 9 years, La Cañada High School students have passed AP exams with a pass rate of 80% or higher, with a 2013-14 pass rate of 91%.

In addition to outstanding student achievement, La Cañada High School also offers several special programs. The Jet Propulsion Laboratory (JPL) internship places our students in partnership with mentors and professionals at JPL who offer an experience for 6-12 weeks in aerospace projects that last year

mirrored the Rosetta Mission; this was the amazing mission in which JPL landed a spaceship on a comet. In addition to this, The Institutes of the 21st Century places professional mentors in partnership with students in research and service projects. LCHS also has award winning instrumental and vocal music programs, as well as exemplary drama and visual arts offerings. Students enroll in a variety of Regional Occupational Programs (ROP) courses, such as Sports Medicine, Graphic Design, Media Art, Photography, and Culinary Art.

Since our last Blue Ribbon Award, the focus of our school has centered around the work of Professional Learning Communities. In partnership with our district, LCHS embedded collaboration time within our work week so that teachers can work together on a guaranteed and viable curriculum. PLC work has helped us focus on aligning our instructional programs, and we have leveraged a more clear instructional focus as a school. As a school we have become less isolated, more integrated, and increasingly more connected. Our vision now includes collaboration as a hallmark of our continued progress towards continual instructional improvement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

La Cañada High School's core curriculum in Reading/English Language Arts includes classes whose course objectives serve to prepare all students for a potential collegiate track. Students have open access to 9-12 English classes that include World Literature, American Literature, Honors World Literature, AP Language and Composition and AP Literature sections. All students are required to pass four year of English. Students develop a firm foundation in language skills, composition, and literature. Students begin with English One where small class sizes support extensive writing strategies and close reading strategies. In a student's sophomore year, they have the opportunity to choose either an Honors World Literature or World Literature track where the foundational literature including the works of Homer, Sophocles, Aristotle, Plato, Socrates, and perspectives of Shelley and Orwell are examined. All students spend a significant part of their year writing essays examining these works of fiction and non-fiction. In addition, students use common core principles of Socratic dialogue, rhetorical analysis, and persuasive strategies to convey their ideas verbally and non-verbally. In their junior year students have the opportunity to study American Literature beginning with Puritan works and continuing through the modern and post-modern era. Students who choose an AP track, take AP Language and Composition where rhetorical analysis and persuasive strategies are taught. During their senior year, students are able to take English 4 where they study the works of British and World Literature and poetry or take AP English Literature where they study British and World Literature and poetry engaging in analysis of theme, tone, and a variety of forms of literary analysis.

English teachers are currently implementing Common Core State Standards through instructional strategies that include Socratic dialogues, writing based on rhetorical strategies, research on subject areas that include ancient and modern fiction and non-fiction works. Further, students interact with engaging technology that provides background on the historical context of the works, modern applications of thematic elements, and connections to their modern world.

The Mathematics Department is currently charting an exemplary course in the revision of math strategies in both curriculum and pedagogy. Working in partnership with Teacher Development Group (TDG), for the past 2 years, the department has implemented best practice research in the area of the Mathematical Habits of Mind, and Habits of Interaction, in order to better prepare students for the upcoming challenges related to the Common Core State Standards. This (TDG) training has allowed teachers to observe a studio lesson model, in which a colleague refines their practice through a shared coaching experience. All the members of the math department observe and give feedback on this Studio Lesson. The observing teachers then implement these practices in their own classes, receive individual coaching from our TDG coach, and reflective feedback from administrators during TDG walkthroughs. Quite simply, this training has helped to shape and refocus our mathematics work and to make the vision of the Common Core State Standards a reality for both our instruction and in our student learning outcomes. Over the past two years our mathematics team has contracted with Math for America, (MfA), to allow three teachers to meet during a preparation time, paid for by MfA, in order to develop curriculum aligned to the CCSS. This MfA team has brought a wealth of resources and approaches to our mathematics department at large, and helped to bridge the significant curricular change brought about by the changing standards.

The Social Sciences Department offers a range of classes that engage students in ancient and modern cultures. Students at the freshman level are offered Honors Social Science which emphasizes current events with resources that extend beyond a textbook. Students listen to NPR, watch CNN News, and the BBC to name a few of the resources utilized, that support the world issues they are unpacking. In their sophomore year, students have the opportunity to take AP European History or World History. Both classes support student learning through in-depth analysis of World History through the ancient, modern and post modern eras. Students continue their historical pursuits Junior year choosing either American History or AP United States History. Both classes build on their knowledge of American History by developing their understanding of the American Political Systems and framework for governance. In their senior year, students have the opportunity to Government/Economics or AP Government/Economics where the course is divided into two semesters that encompass the historical and modern applications of government and

economic theory. Students are engaged in all grade levels with higher-order thinking skills through experiential exercises and simulations including activities like the stock market crash of 1929 and the McCarthy era of the 1950's. Multi-media projects engage students through their perspective of major historical events and cultural landmarks.

The Science Department engages all students through coursework that includes Life Science, Biology, Chemistry, Physics, and Geology. AP classes include AP Biology, AP Chemistry, and AP Environmental Science. Further, honors classes include Honors Biology and Honors Chemistry. Students engage in a curriculum that uses critical thinking skills aligned with Common Core, National Science Teacher Association, Advanced Placement Annual Conferences, Process Oriented Guided Inquiry Learning, Biotechnology, and CUE conferences. Students engage in Socratic questioning, student response clickers, interactive labs, tangible demonstrations, technology-based research projects, small group activities, Vernier/Probe Technology, instructional online video clips, computer simulation, POGIL inquiry, thinking pair-share activities, online learning labs, GIS/ArcView labs, robotics competitions, and college level materials and engagement with local universities. Further, students have the opportunity to work with our local neighbors at the Jet Propulsion Laboratory partnering on many of the simulations used in the current mission to Mars and on the JPL Internship program which launched last year. Field trips include real-life atmospheres of learning at Knott's Berry Farm Physics Day, Cabrillo Aquarium for aquatic biomes, Hyperion Wastewater Treatment Plant, our local watershed, Geo-caching, and orienteering.

Many students have also expanded their horizons by participating in other internships such as California Institute of Technology, Stanford, Technician - Israel Institute of Technology, and Science Writing in Oxford, England. These internships and opportunities allow students to experience real life job skills that transcend even the collegiate experience, while providing students with a sturdy foundation for post secondary study. Our internship programs and extra support programs help to launch our students into colleges of their choice, and career paths they find inspiring.

All teachers approach their academic subject area with the purpose of creating a sustainable, viable curriculum that prepares all students for a collegiate pursuit. Professional Learning Communities have been in place for nearly two years supporting the development of an engaging curriculum that implements Common Core Standards and meaningful assessments to instruct a dynamic curriculum. PLC groups meet weekly to create common assessments, pacing guides, and performance tasks (where common step-by-step lesson plans are developed). Additionally, teachers engage in analysis of performance tasks and assessments to inform current and future instructional strategies. On a school-wide level, PLC groups are supported by a Learning and Leadership group of administrators and teachers who engage in meaningful dialogue to support each individual PLC.

2. Other Curriculum Areas:

At La Cañada High School, we are proud to offer a variety of robust and rigorous non-core curricular programs. In our Visual Arts Department, students in grades 9 through 12 can choose from a wide range of classes including Art Foundations, Advanced Art, Portfolio Preparation, Ceramics, Commercial Photography, Graphic Arts and Web Design. Using collaboration skills fostered through their work as a Professional Learning Community (PLC), the teachers in the Visual Arts Department have created a curriculum which allows students to quickly and confidently acquire essential art skills and knowledge through project-based learning. Using constructivist strategies and instructor scaffolding, students are actively supported by the teachers in the Visual Arts Department to develop their artistic abilities while exploring their creativity. Additionally, the Visual Arts Department annually hosts an elaborate six week long art show in the grand lobby of the La Cañada Playhouse to allow the students an opportunity to exhibit their work to the general public.

Additionally, the LCHS Performing Arts Department provides students in grades 9 through 12 with a diverse roster of classes in Instrumental Music, Choral Music and Theatre. Courses offered include Beginning Band, Advanced Band, Orchestra, Concert Choir, Chamber Choir, Ensemble Theatre, Advanced Theatre and Stagecraft. As a PLC, the Performing Arts Department has structured their curriculum to provide authentic, performance-based learning opportunities to ensure the successful acquisition of critical

skills and knowledge by students enrolled in the department. To that end, the Theatre Department mounts 8 full productions a year in an effort to give every student enrolled in a theatre class an opportunity to apply their skills in a real-world setting. Similarly, both the Instrumental and Choral Music Departments schedule nearly 3 dozen concerts and recitals a year to ensure that the skills being taught every day in the classroom can be practically applied in a performance arena. Moreover, all of the teachers use the performances to continually evaluate student understanding and identify areas of weakness in order to adjust and refine their instruction to meet the changing needs of the students. Providing students with multiple opportunities to actually practice their art in front of a live audience is a key factor in ensuring that young artists properly transform academic classroom content into tangible, measurable skills which in turn can be utilized in real-world settings.

Within the World Language Department at La Cañada High School, the students can choose between four different languages: Spanish, French, German and Korean or Mandarin. The department curriculum designed by the instructors in their PLC features multiple strategies for assisting students in acquiring the necessary vocabulary and grammar skills necessary to succeed in their chosen world language. Additionally, the teachers have collaborated on the development and implementation of a department-wide grading policy, which utilizes student workbooks, written rubrics and oral assessments. Open to students in grades 9 through 12, the department utilizes a “blended” approach to learning with both direct instruction (lectures) and constructivist activities (Socratic seminars) to maximize student understanding and comprehension of critical concepts. Technology is included almost daily in the form of online videos, PowerPoint presentations and podcasts to create engaging, dynamic lessons while document cameras and video-units are used for visual enhancement, not only of language but of culture as well.

The LCHS Physical Education Department offers classes to grades 9 through 12 and provides a wide variety of activities, exercises and athletic sports to ensure students have a clear understanding of physical fitness and proper nutrition. In an effort to ensure that students successfully acquire the skills and knowledge to lead healthy, active lives, the Physical Education instructors have collaborated through their PLC to create lessons, which allow the students to practice core skills in a competitive, yet safe environment while remaining inclusive of all ability levels.

Finally, La Cañada High School is proud to offer several advanced technology courses in the field of computer programming with classes in Computer Programming (HTML, Javascript, Alice), Computer Science C++, Computer Science JAVA and Computer Science Python available to grades 9 through 12. In each of these classes, our students have an opportunity to use state of the art computers in our new Mac Lab with the instructional emphasis on procedural programming and problem solving.

3. Instructional Methods and Interventions:

In the last year we have developed an extensive program to meet the needs of all learners at LCHS. In the areas of mathematics and science, we have contracted with Teachers Development Group (TDG), to offer teachers first hand application in the Science and Engineering Habits of Mind, and Interaction for our science cadre, and the Mathematical Habits of Mind and Interaction for our mathematics cadre. Each of these professional development series have created profound impacts on pedagogy. For mathematics, the majority of our teachers are using interactive strategies to press students to think and explain their reasoning mathematically. For science classes, this same work has begun, and teachers are allowing all students more access to the scientific principles and thinking processes necessary for 21st century development.

In English and social science, teachers have utilized our Instructional Teachers on Special Assignment, to help design lessons that align to the Common Core State Standards. These specialists meet with teachers individually to incorporate technology into their daily standards-based lessons, both via Google Chromebook implementations, as well as novel and interactive digital technologies. Suffusing these technologies and approaches allowed our teachers in these core areas to tailor their instruction to individual students. To maximize student achievement, technology has been leveraged in support of innovation, student learning, and positive curricular outcomes.

Our Student Teacher Enrichment Program (STEP) offers two 35-minute periods each week for students to

enrich their classroom study. Students who struggle and students who exceed in their studies are offered time to expand their thinking, or expand their development. For struggling students, STEP provides them with individualized time to meet and go over homework and material in which they need extra support. For advanced students, STEP provides them with enrichment opportunities to expand their horizons and self-efficacy. STEP is designed to provide all students with the time necessary to complete work, remedy their misconceptions, or to expand their knowledge based opportunities. We continue to revise and revamp this program so that all students gain competency and expertise.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In the curricular area of English, there are a few subgroups in which the achievement gap is higher than 10%. In particular, we have a gap in the areas of Special Education, English Language Learners, Latino/Hispanic students, and our socio-economically disadvantaged students. In English, we have focused as a school on providing interventions for these students by hiring an interventionist counselor who provides “Check and Connect” services to all students identified in this subgroup. This counselor’s position is to follow up with student work, provide intervention strategies to both the student, and the teacher, and to provide data to our administrative team so that we can monitor student progress.

In Mathematics, we have a higher than 10% gap in Special Education, Latino/Hispanic students, and our socio-economically disadvantaged youth. The interventions here do match with our intervention above, with the added bonus of after school tutoring provided by our school for any students who struggle in these subgroups. Each week, for two days a week and approximately 2 hours at a time, our teachers provide extra support for students who are struggling in these subgroups so that they might achieve at higher levels. This year, and next, we are adding another interventionist position, or counseling position so that all students might have access to strategies to improve their achievement in both math and English.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

La Cañada High School uses a wide variety of assessment data to analyze and improve student and school performance. Foremost is the school’s use of IlluminateEd. Installed district-wide, this software allows students to review student mastery of the Common Core Standards by student, class and teacher. Additionally, the software provided teachers the ability to better ascertain appropriate pacing within the classroom while simultaneously identifying areas for curricular change in the upcoming year. IlluminateEd also allows instructors to assess the needs of incoming students, giving teachers the ability to anticipate which students might require extra attention, priority seating, or other possible individualized strategies and accommodations. IlluminateEd also gives instructors the abilities to enter and accurately track a wide range of different assessments. As a result, LCHS instructors have created a variety of assessments within IlluminateEd including written rubrics and digital portfolios as well as traditional formative assessments comprised of multiple choice, true/false, fill-in-the-blank and short response. Even more importantly, IlluminateEd allows students and parents to instantly see the results of any graded work through a password protected portal.

Additionally, LCHS has instituted a benchmark assessment program to ensure that students are prepared to take the upcoming state assessments based on the Common Core State Standards. These benchmark assessments incorporate advanced questions similar to those found on the new SBAC assessments and require higher-order thinking, an increased depth of knowledge and feature multiple correct answers to any given question. The data from these new benchmark assessments, in conjunction with the summative assessments traditionally administered by each teacher (in the form of midterms and finals), is used by the teachers to continually refine, adjust and inform their curriculum and instructional practices to make sure that the students are successfully mastering the course content.

Part VI School Support

1. School Climate/Culture

LCHS provides a positive environment that supports the academic, social and emotional growth of each student through curricular and extracurricular opportunities in all academic and non-academic areas. Students may avail themselves of opportunities in the visual and performing arts with art exhibits, multiple plays and musicals performed annually, an award winning orchestra and band, and several choirs that have toured internationally. An athletics program exists that includes a long tradition of competitive excellence in cross country, football, tennis, soccer, water polo, swimming, wrestling, baseball, basketball, softball, volleyball, and track and field. Academic and non-academic pursuits are encouraged through Academic decathlon, Speech and Debate, over 70 clubs and organizations that support a host of student interests including community service projects and organizations that support student engagement. Club days offer all students an opportunity to connect with students who share similar interests and join groups that support those interests. Social activities for all students are organized through an active Associated Student Body (ASB). Activities include school dances, tailgate parties, lunch and break band performances and games, thematic weeks, and community service projects. Further all students participate in Challenge Day at least once during their high school experience where they engage in activities that support their emotional growth through adult/ small group exercises where students find a supportive group of peers who they can turn to after the day's experience. Be the Change Day occurs every other year when civic and business leaders from the local community spend a day on campus talking with students about career opportunities in a wide variety of fields including the entertainment industry, healthcare, science, sports, finance, economics, law, art, and community outreach. Students attend hourly workshops where guest speakers encourage dynamic conversations about their field of interest. Over 80 speakers were on campus at the most recent day speaking with the entire student population in classrooms, on stages, in auditoriums, and around the campus. Students are supported emotionally and academically on a daily basis by their counselors and teachers who offer their time before school, during support periods on block days, and by appointment during their prep periods.

2. Engaging Families and Community

There are many venues for parents to be involved including the many support groups such as the Spartan Boosters, Music Parents, Choral Parents, Friends of Art, PTSA (9-12) and many informal volunteer opportunities such as working in the Information Resource Center and textbook room. LCHS parents support the school by organizing and implementing the 9-12 course registration for students, volunteering at Be the Change Day, through both the organization of the event, and sharing their perspectives on career readiness and making a difference in their local, regional and national communities. The La Cañada Flintridge Educational Foundation support the district through generous contributions that are used to reduce class size, contribute to counseling services, and fund programs in technology, the arts, and enrichment activities for all the entire student population.

3. Professional Development

The primary areas of focus for staff development have been the implementation of Common Core State Standards. English Language Arts, math and science, new teacher trainings and the Beginning Teacher Support and Assessment (BTSA) support through the San Gabriel Valley consortium, and training for special education teachers through the Special Education Local Planning Agency (SELPA) are all a part of the continuous improvement of our instructional strategies. Professional development opportunities are also utilized including NEH summer programs, AP training classes, and UCLA Center X classes in Adaptive Schools Training implementing collaborative instructional strategies for our professional learning communities. LLC professional development includes core reading assignments on collaboration strategies so all teachers can develop a working rapport with their colleagues. Teachers Developmental Group (TDG) has been implemented in Math and science as STEM strategies are built to create best practices across grade levels. GATE ICONS training has been provided for beginning and advanced level teachers and several after school workshops in the areas of CCSS implementation, CCSS aligned report cards, and

use of technology in their instructional practice. Online workshops and trainings have also been provided to certificated and classified staff. Special education teachers have attended several crisis prevention and intervention workshops to support students with severe emotional and social needs. Extra duty positions include peer coaching, common core instructional coaches, and technology specialists are available to support teachers in specific areas.

4. School Leadership

La Cañada High School is proud to have a strong leadership philosophy and structure in place and the leadership team has worked diligently to create a healthy, positive environment where students, staff and parents feel safe and supported. The administrative team is comprised of the principal as well as an assistant principal in charge of discipline and student activities with a second assistant principal in charge of curriculum and instruction. The principal along with the two A.P.s have instituted a number of hugely successful programs designed to ensure that school policies and resources remain focused on student achievement.

Foremost has been the complete implementation of Professional Learning Communities (PLC's) within each department. The PLCs not only provide regular, structured opportunities for refining and improving instruction between colleagues, but this way of approaching our work as educators has completely changed the way in which teachers communicate with each other. Because of PLCs, teachers feel safe to communicate collaboratively, and, more importantly, with the administration to devise strategies for helping struggling students. Another vital program initiated by the principal involves an annual student intervention workshop called Challenge Day in which several hundred students are selected every year to participate in a day-long seminar focused on building and reinforcing the Developmental Assets approach, which is a research based philosophy identified by the leadership to build critical relationships between and capacity within our students.

Additionally, the administration team has reorganized many of the committees to better meet the needs of both the teachers and the students. The Learning and Leadership Council (LLC) is comprised of administration, PLC leaders and counselors – this body focuses on curricular issues related to the students and serves as a conduit for communication between the administration and the different PLCs. Additionally, the School Site Council is an advisory body comprised of students, teachers, parents and administrators which provides valuable feedback and insight on classroom instruction and campus climate.

The Parent/Teacher/Student Association (PTSA) under the leadership of the principal serves another vital function in helping make sure that the school leadership remains responsive to the needs of students. Not only does the PTSA work tirelessly to financially support students in the classroom with the acquisition of instructional materials and equipment, but they have volunteered to help with student registration at the beginning of each year as well the operation of the student book store.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CAHSEE</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	94	93	90	93	89
Advanced	69	66	60	66	60
Number of students tested	327	369	377	356	326
Percent of total students tested	97	99	99	100	96
Number of students tested with alternative assessment	25	33	27	25	18
% of students tested with alternative assessment	8	9	7	7	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	70	63	64	100	50
Advanced	43	21	20	33	0
Number of students tested	40	44	45	6	3
2. Students receiving Special Education					
Proficient and above	54	53	48	63	56
Advanced	21	9	11	29	17
Number of students tested	25	33	27	25	18
3. English Language Learner Students					
Proficient and above	92	70	83	82	68
Advanced	69	40	39	18	47
Number of students tested	15	10	18	11	21
4. Hispanic or Latino Students					
Proficient and above	74	76	72	80	77
Advanced	45	41	25	55	23
Number of students tested	33	43	37	21	26
5. African- American Students					
Proficient and above	0	0	0	100	100
Advanced	0	0	0	100	50
Number of students tested	1	0	3	1	4
6. Asian Students					
Proficient and above	100	99	99	97	98
Advanced	96	97	75	84	82
Number of students tested	106	85	96	102	85

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above	0	0	0	0	100
Advanced	0	0	0	0	100
Number of students tested	0	1	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	94	93	90	92	86
Advanced	64	63	58	58	55
Number of students tested	173	219	219	211	195
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CAHSEE</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficient and above	90	91	90	95	94
Advanced	72	71	70	83	78
Number of students tested	334	369	377	355	321
Percent of total students tested	99	99	99	99	97
Number of students tested with alternative assessment	24	33	27	25	17
% of students tested with alternative assessment	7	9	7	7	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	38	58	57	83	100
Advanced	19	19	31	33	100
Number of students tested	39	44	45	6	2
2. Students receiving Special Education					
Proficient and above	29	50	44	58	65
Advanced	13	13	19	33	24
Number of students tested	24	33	27	25	17
3. English Language Learner Students					
Proficient and above	39	60	62	64	59
Advanced	15	20	33	46	29
Number of students tested	15	10	18	11	19
4. Hispanic or Latino Students					
Proficient and above	72	81	78	90	96
Advanced	56	57	44	75	68
Number of students tested	34	43	37	21	25
5. African- American Students					
Proficient and above	0	0	33	75	100
Advanced	0	0	0	100	75
Number of students tested	0	0	3	1	4
6. Asian Students					
Proficient and above	91	95	95	96	93
Advanced	77	78	80	86	81
Number of students tested	107	86	96	102	85
7. American Indian or Alaska Native Students					
Proficient and above	0	100	0	100	100
Advanced	0	0	0	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	93	92	91	94	95
Advanced	74	73	70	84	78
Number of students tested	178	218	218	210	191
10. Two or More Races identified Students					
Proficient and above	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: